DOCUMENT RESUME

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ABSTRACT

This document addresses characteristics students with a disability at Gavilan College (California). Over the past several years, a shift has occurred in the types of disability represented at Gavilan College. Learning disabled is the largest group, but has been proportionally declining as has mobility impaired students while developmentally delayed learners have been proportionally increasing over time. The study finds that leaning disabled students are three times more likely as other students to retain an award or certificate, which includes AA, AS, and Vocational Certificates. The study uses a classification and regression tree that attempts to profile students by using demographic and academic factors as predictors of disability status including age, ethnicity, gender, GPA, etc. The study concludes that only age was able to classify disability status where those over the age of 62 were more likely to have a non-learning disability. Thus, disabled students are very similar to other students based on these major variables. Overall, it appears that disabled students are performing at a level equal or above non-disabled students and that disabled students are not labeled disproportionately by age, ethnicity, or gender. (MZ)

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ED 482 811

GAVILAN COLLEGE

Academic Performance in Math and English and Award Rates of Disabled Students

Students labeled with a disability have historically comprised about 12% of the total student population. Over the past several years, a shift has occurred in the types of disability represented at Gavilan. Learning disabled is the largest group but has been proportionately declining as has mobility impaired students while developmentally delayed learners have been proportionately increasing over time (page 2).

A main goal of Disabled Student Services consists of supporting the academic performance of disabled students. Ideally, we would find disabled students performing at rates comparable to other students. Comparing success and retention rates in Math 400, Math 205A, Math 205B, and English 250 between learning disabled, other disabled (excluding developmentally delayed learners), and students without disabilities, we do not find any significant differences (pages 3-6). However, we do find that learning disabled students are 3 times as likely as other students to obtain an award or certificate, which includes AA, AS, and Vocational Certificates (page 7).

Finally, a classification and regression tree attempted to profile students by using demographic and academic factors as predictors of disability status including age, ethnicity, gender, GPA, units earned, city of residence, educational status, enrollment status, and high school origin. Only age was able to classify disability status where those over the age of 62 were more likely to have a non-learning disability. This suggests that disabled students are very similar to other students on these major variables.

Overall, it appears that disabled students are performing at a level equal to or above non-disabled students and that disabled students are not labeled disproportionately by age, ethnicity, or gender.

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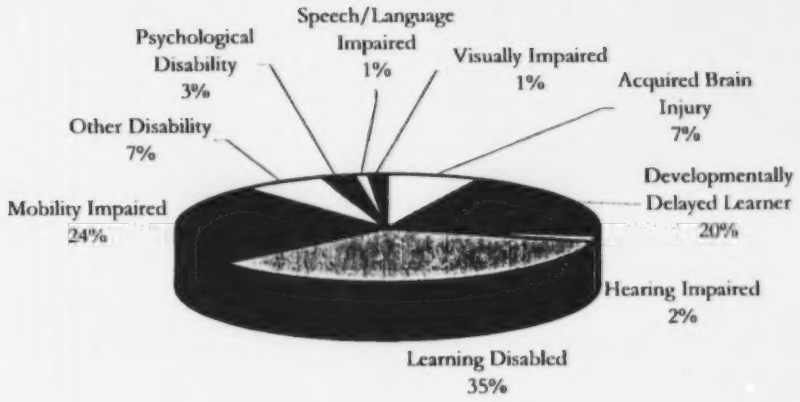
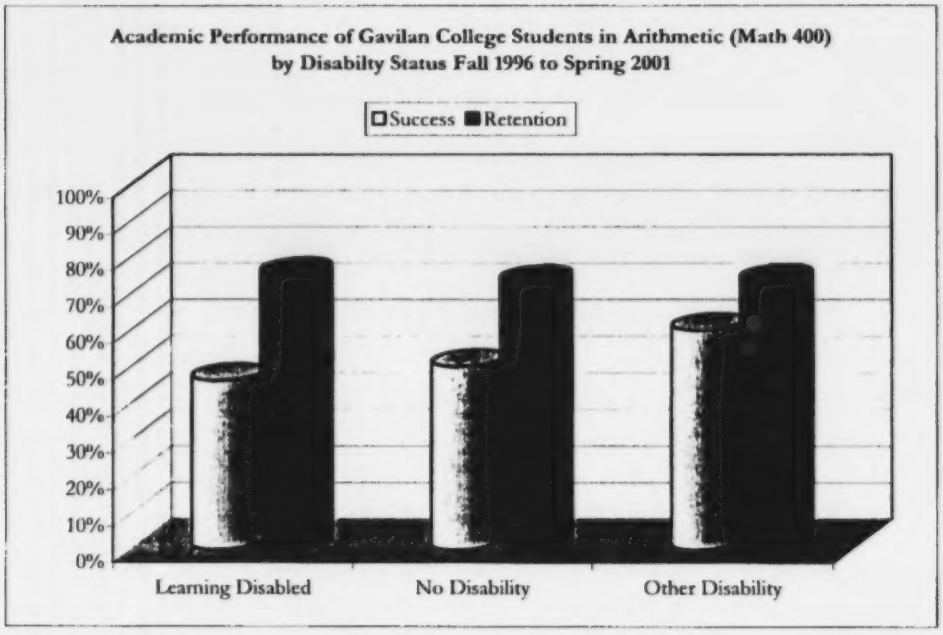


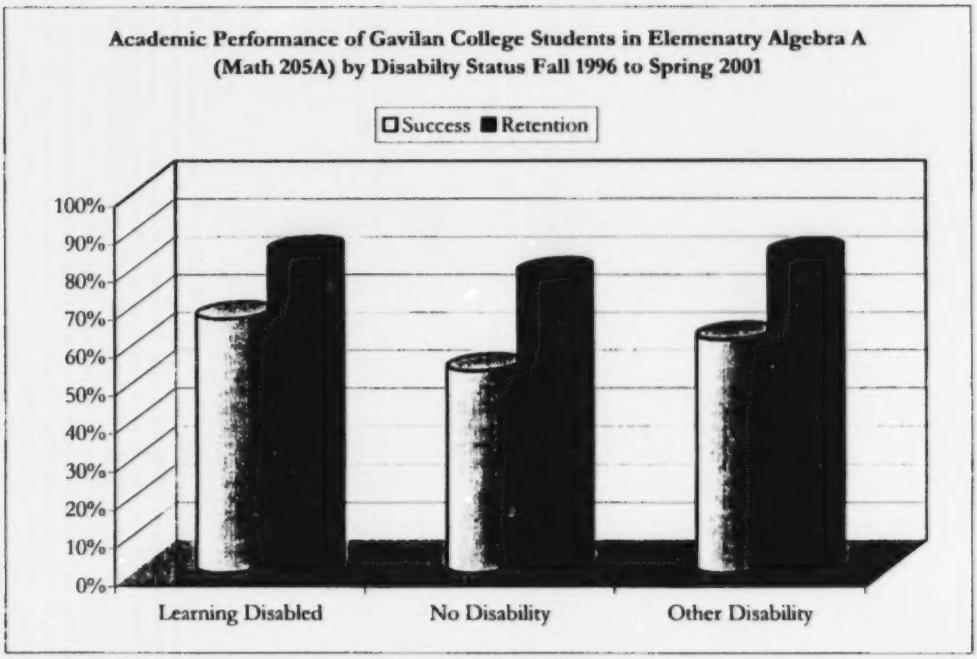
Disability type of Gavilan Students from Fall 1996 to Spring 2001.

	Percent	Average Change Over Time
Acquired Brain Injury	7%	0.00%
Developmentally Delayed Learner	20%	2.25%
Hearing Impaired	2%	-0.14%
Learning Disabled	35%	-0.73%
Mobility Impaired	24%	-1.76%
Other Disability	7%	0.27%
Psychological Disability	3%	0.00%
Speech/Language Impaired	1%	0.00%
Visually Impaired	1%	0.00%

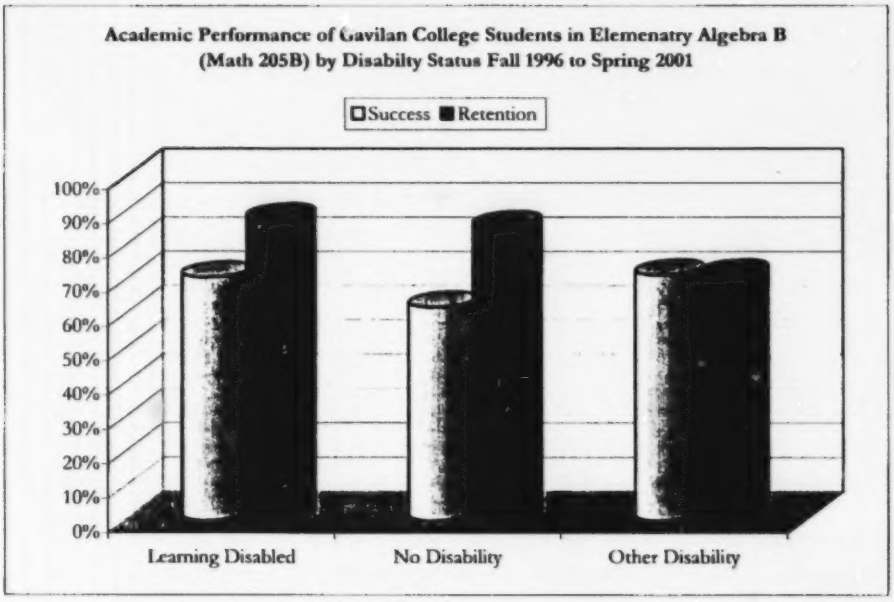
Note: non-zero rates of change are significant at the 0.05 level



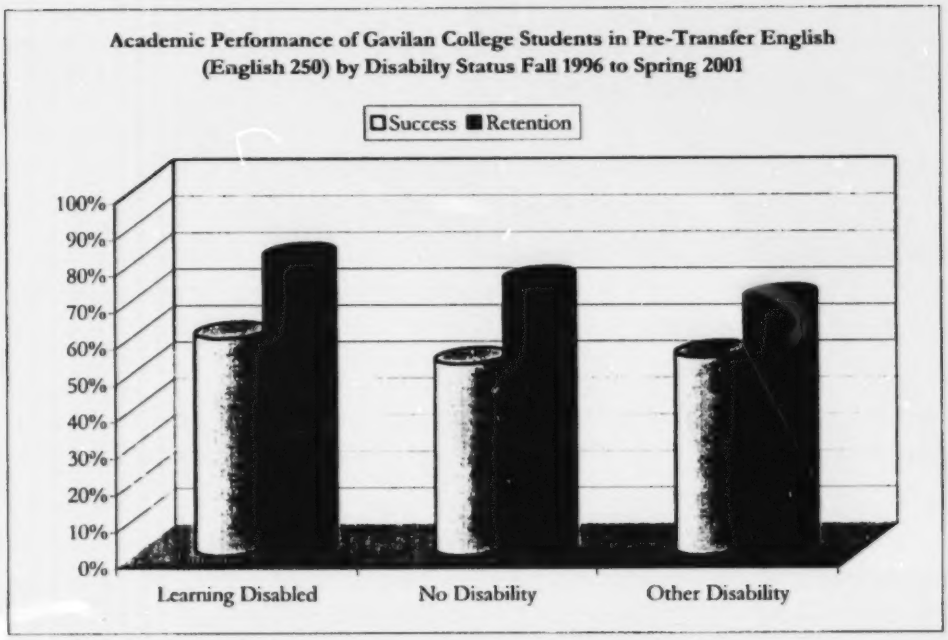
MATH400	Success	Retention	Total
Learning Disabled	46%	75%	173
No Disability	50%	73%	767
Other Disability	60%	73%	30
Total	50%	73%	970
Chi-sq	2.14	0.33	
df	2	2	
p	0.34	0.85	



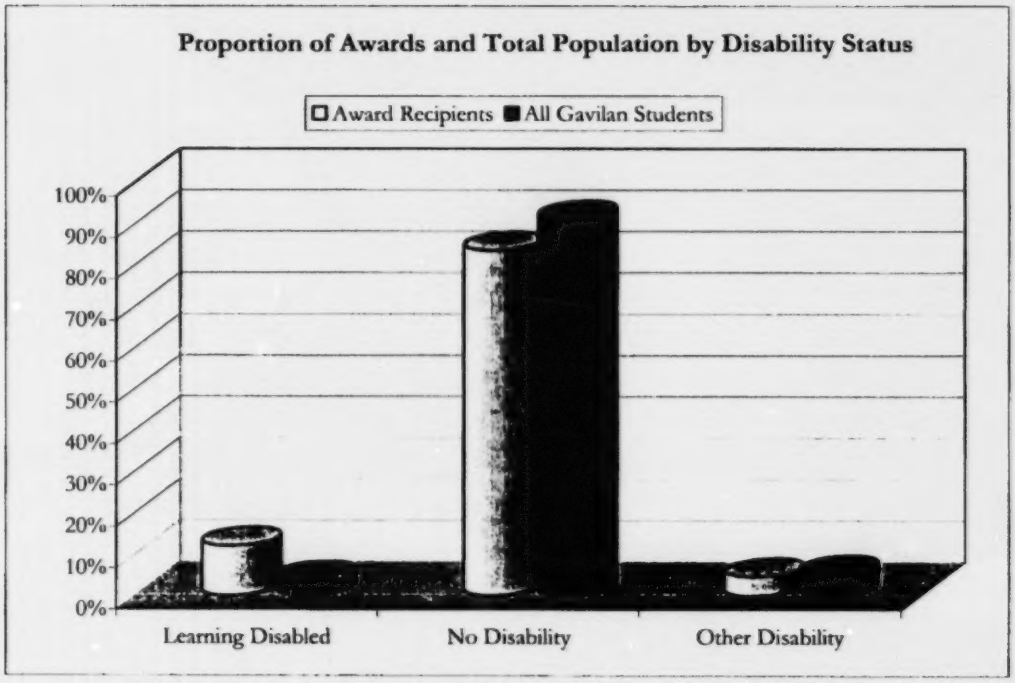
MATH205A	Success	Retention	Total
Learning Disabled	67%	84%	87
No Disability	53%	78%	340
Other Disability	61%	83%	18
Total	56%	80%	445
Chi-sq	5.50	1.54	
df	2	2	
p	0.06	0.46	



MATH205B	Success	Retention	Total
Learning Disabled	71%	88%	65
No Disability	62%	86%	187
Other Disability	71%	71%	14
Total	65%	85%	266
Chi-sq	1.91	2.46	
df	2	2	
p	0.39	0.29	



ENGL250	Success	Retention	Total
Learning Disabled	59%	81%	167
No Disability	52%	74%	2086
Other Disability	54%	69%	26
Total	53%	75%	2279
Chi-sq	3.21	3.92	
df	2	2	
p	0.20	0.14	



Total Awards	Count	Percent	All Gavilan
Learning Disabled	135	12%	4%
No Disability	944	83%	91%
Other Disability	52	5%	5%
Total	1131		
Chi-sq	2373.88		
df	2		
p	<0.0005		

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